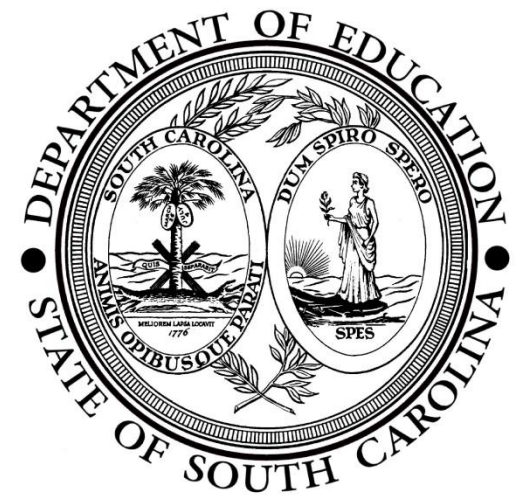


# Grade 1 Cultures

## Instructional Resource for the *South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
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**Grade/Course Level: Title of Unit**

This unit plan focuses on foundations of Social Studies: Families; Standard 1-4. The goal is for students to understand how people's cultures, past and present, impact our daily lives. It incorporates the life and career characteristics of interpersonal skills, world class skills, collaboration and team work, communication, information, media and technology, which are all components of the Profile of the South Carolina graduate. This unit plan was designed to be eight 30 minute class periods.

**Standard(s) and/or Indicator(s)****Targeted:**

**Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.**

Indicator 1-4.3: Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

**Embedded:**

**Standard Meaning, Context, and Craft 1: Write arguments to support claims with clear reasons and relevant evidence.**

Indicator 1.1: Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

**"I Can" Statements**

"I Can" statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

(This statement must be included in each plan.)

- *Day 1: I can identify different cultures. (1-4.3)*
- *Day 2: I can write one new fact about a culture of my choice. (1-4.3)*
- *Days 3-6: I can question my friends on their presentation, and I can write one thing I learned from listening to my friends' presentation. (1-4.3)*
- *Day 7: I can contribute my wondering and research to the class book on culture. (1-4.3)*
- *Day 8: I can demonstrate my knowledge on cultures. (1-4.3)*

### Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry. (This statement must be included in each plan.)

- Why is it important to understand different cultures?

### Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. (This statement must be included in each plan.)

- culture
- rights
- goods & services
- cooperation

### Prior Knowledge

Students were taught about the daily lives of those around them in the past and present and how communication affects the way families live and work around them. They can articulate the way in which community businesses provided goods and services to families in the past and present.

### Subsequent Knowledge

Students will build on this knowledge in subsequent grade levels. In second grade, students will begin to learn about the cultural contributions of Native American tribal groups, African American, and immigrant groups. They will be able to recognize basic elements that make up cultural regions and its language, beliefs, customs, art, and literature. They will be able to compare historic and cultural traditions and recognize the ways they were passed from generation to generation.

## Potential Instructional Strategies

**Day 1 Learning Target: I can identify different cultures. (1-4.3)**

**Hook/Discussion:** What is culture? Who has them?

**Video Clip (Example):** Watch a video on culture such as *The World's Family (An Embracing Culture Story*  
[https://youtu.be/ni\\_at59TzMA..](https://youtu.be/ni_at59TzMA..)

**“I Wonder” Chart:** The teacher will create a chart of four cultures and have students share things they know or want to know about these cultures. Students will gather in groups to discuss things they have prior knowledge of or wonder about each culture and share them on sticky notes. Students will gather at the carpet and discuss their findings/wonderings. Students will post their sticky notes on the chart paper. Based on wonderings, students will be placed in groups.

**Small Group:** While the students are meeting with groups, the teacher conference with groups. During this time she will introduce the 2017 South Carolina African American History Calendar. The groups will learn about the victims and survivors of the tragedy that took place at Mother Emanuel AME Church in June of 2016. Please use teacher discretion and appropriate conversation with first grade students about this topic.

**Day 2 Learning Target: I can write one new learning about a culture of my choice. (1-4.3)**

**Review:** As a class, we will review cultures and the four cultures we discussed from the previous lesson.

**Research:** Students will meet with their groups to begin researching their assigned culture. Students will have access to books, internet, and conferencing with the teacher. Students will begin to gather information to present their culture to the class. Research will be continued during literacy centers, free time, and also may be completed at home with family members. Each student will write one fact or new learning about their assigned culture to share orally and on designated chart paper.

**Day 3 Learning Target: I can question my friends on their presentation and I can write one thing I learned from listening to**

**my friends' presentation. (1-4.3)**

**Research:** Groups will briefly meet to finalize or continue working on their presentations.

**Presentation:** One culture group will share their presentation with the class. The teacher will have prepared questions on cards to hand out to each group. At the end of the presentation, each group will have a question to ask the presenters about their culture. If the group does not know the answer to their question, they will have time during literacy stations to find the answer to these questions.

**Assessment:** Each student will write one thing they learned about the culture presented as an exit ticket to check for understanding.

**Day 4 Learning Target: I can question my friends on their presentation and I can write one thing I learned from listening to my friends' presentation. (1-4.3)**

**Presentation:** One culture group will share their presentation with the class. The teacher will have prepared questions on cards to hand out to each group. At the end of the presentation, each group will have a question to ask the presenters about their culture. If the group does not know the answer to their question, they will have time during literacy stations to find the answer to these questions.

**Assessment:** Each student will write one thing they learned about the culture presented as an exit ticket to check for understanding.

**Day 5 Learning Target: I can question my friends on their presentation and I can write one thing I learned from listening to my friends' presentation. (1-4.3)**

**Presentation:** One culture group will share their presentation with the class. The teacher will have prepared questions on cards to hand out to each group. At the end of the presentation, each group will have a question to ask the presenters about their culture. If the group does not know the answer to their question, they will have time during literacy stations to find the answer to these

questions.

**Assessment:** Each student will write one thing they learned about the culture presented as an exit ticket to check for understanding.

**Day 6 Learning Target: I can question my friends on their presentation and I can write one thing I learned from listening to my friends' presentation. (1-4.3)**

**Presentation:** One culture group will share their presentation with the class. The teacher will have prepared questions on cards to hand out to each group. At the end of the presentation, each group will have a question to ask the presenters about their culture. If the group does not know the answer to their question, they will have time during literacy stations to find the answer to these questions.

**Assessment:** Each student will write one thing they learned about the culture presented as an exit ticket to check for understanding.

**Day 7 Learning Target: I can contribute my wondering and research to the class book on culture. (1-4.3)**

**Creation:** The class will create a group book about the cultures researched to be displayed in the classroom library for students to reference. Students will look back at their original wonderings from Day 1 and write their findings from research.

**Day 8 Learning Target: I can demonstrate my knowledge on cultures. (1-4.3)**

**Read Aloud:** As a class, we will read the book we compiled on our class cultures.

**Independent Practice:** Students will take a summative assessment on cultures. The assessment could include questions such as: Write one thing you learned about the culture you researched. Write something you learned from a presentation on another culture. Write to explain why it's important that we respect people of other cultures.

### Potential Assessment Task

- Day 1: *Complete the Chart* (1-4.3)
- Day 2-7: *Exit Tickets* (1-4.3)
- Day 8: *Summative Assessment* (1-4.3)

### Resources

(2015, January 27). Retrieved November 18, 2016, from [https://youtu.be/ni\\_at59TzMA](https://youtu.be/ni_at59TzMA)

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South Carolina Department of Education. (2015). *Profile of the South Carolina graduate*. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

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